

figures in teaching benefit from using LTs in class. Certainly, students become more motivated in improving learning experience, developing IT skills, gaining learner autonomy.

References:

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EXTRA CURRICULUM ACTIVITIES FOR STUDENTS TO IMPROVE ENGLISH SKILLS”

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Face to Faith is the Tony Blair Faith Foundation’s Global Schools programme, active in a wide range of schools in countries across the world.

Face to Faith:

- gives students the opportunity to **interact directly** with their peers from around the world to dialogue about the range of faiths and beliefs, values and attitudes that they hold. This occurs safely through **facilitated** videoconferences and a **moderated** on line community.
- **supports teachers** by providing a rich range of high quality, engaging and appropriate materials to help them prepare their students for dialogue.
- talks about culture and identity, but always emphasises **Faith** and **Belief**, because those two things can play a very positive role in our world, yet are almost always referred to in a negative way.
- emphasises **Similarity** and **Difference** – finding the ways in which we are similar to other people is often easy, but discovering the ways in which we are different gives us much more opportunity to learn.
- supports the development of **key skills** for global citizenship, including respectful dialogue, information technology, cooperation, conflict mediation, reflection, global awareness and faith literacy.
- is a set of **flexible materials**; designed to fit alongside, and enhance existing curriculum requirements.

Face to Faith works across the world delivering a pioneering education programme to help prevent religious conflict and extremism. It helps students embrace an open-minded approach to others, to diversity and to difference that can lead to tolerant stable societies.

The Essentials of Dialogue is an indispensable part of Face to Faith, which is why it is the only compulsory module. Students take part in lessons that explore topics on vital issues such as: understanding the faiths and beliefs of others, the facts of identity, respectful dialogue and its role in peacebuilding, power and influence and the requirements of global citizenship.

The lessons also use activities to introduce students to the core concept of respectful dialogue. They do this by identifying and building a number of key skills required to prepare students for meaningful and respectful dialogue on faith and beliefs.

Our experience has been that many articulate students are well equipped to take part in discussion and debate, but that building mutually respectful and meaningful dialogue, even amongst those same students, requires careful focus. This is why the Essentials of Dialogue focuses almost entirely on these skills.

Once students are properly prepared, the module introduces students to their first videoconference with another school that is part of the global network. The videoconference in the Essentials of Dialogue allows the students the opportunity to explore and articulate their own values, as well as encounter and consider those of others.

Face to Faith uses technology to give students ages 12-17 from throughout the world meaningful opportunities to express their beliefs and values and to learn about the beliefs and values of others.

More than 800 schools in 19 countries use Face to Faith: Australia, Canada, Egypt, India, Indonesia, Israel, Italy, Jordan, Lebanon, Mexico, Pakistan, Palestine, Philippines, Singapore, UAE, UK, Kosovo, Ukraine, and USA. This includes almost 200 public and private schools in the United States. The program is most often integrated into the social studies curriculum, but it is also used in other courses or as a school club.

Students involved in Face to Faith develop skills in respectful dialogue, active listening, and conflict management. They have opportunities to build relationships and exchange ideas with their peers around the world through facilitated videoconferences and a secure online community.

In addition to encouraging student voice and civil dialogue, Face to Faith enables students to learn about religions and cultures. Teachers are given a menu of teaching modules on global issues such as wealth, poverty, and charity; the environment; and the art of expression. Each lesson exposes students to the ways in which the major religious traditions of the world approach global concerns. All of the modules use state-of-the-art cooperative learning strategies and provide civic engagement opportunities tied to questions of social justice.

Face to Faith is not just another education program — nor is it an “add-on” to what overworked teachers must already do. Rather, Face to Faith teaches core civic

skills necessary for negotiating religious and cultural differences in a diverse society and world.

DEVELOPING THE COMMUNICATIVE SKILLS OF STUDENTS IN HIGHER AND SECONDARY EDUCATION

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The changes in culture, society, politics, and economics determine one of the major problems of modern higher education such as undeveloped qualities of young professionals that cause activation of self-transformation of the individual, that is, self-improvement, self-fulfillment, professional self-development. The process of self-improvement as in terms of education and in terms of teaching foreign languages is essential in the formation of the necessary skills that future specialists should have.

One of the requirements of modern society to future professionals is knowledge of foreign language. At foreign language lessons a teacher should not only teach students' communicative skills that is to develop the ability to express and defend their own opinion in a foreign language. A teacher should develop students' wish as highly-skilled future specialists' desire to constant self-development of their communication skills. Developing the communicative skills and later development students' self-improvement needs is one of the main aims of teaching foreign languages.

For this purpose, the content of the various workshops are introduced individually oriented forms of influence on individuality of student to study his or her ways of self-knowledge, self-improvement and the development of communicative skills. So students are proposed such exercise as "Envelope of openness." It creates favorable atmosphere for self-development and development of communicative skills. To do this exercise, students have to answer the questions that allow speak openly about what cares and what is interesting, to understand and realize the value of other person by using a foreign language.

To activate the realization of personal qualities that are necessary for professional development students are engaged in active cognitive activities in certain forms. Thus, the purpose of discussions on "Professional of the 3-d millennium" is an opportunity for students to understand what general requirements are necessary for a modern specialist, to give them the opportunity to express their opinion in a foreign language and to lead them to understanding the necessity of constant self-development of communicative skills.

Thus, in the process of teaching foreign languages a teacher should not only teach and give the opportunity to express students' own opinion in a foreign language but to develop a steady desire to self-develop communicative skills in a foreign language.